

2024 Annual Report to the School Community

School Name: St Andrews Primary School (0128)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 10 April 2025 at 12:06 PM by Hayley Styles (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 09 May 2025 at 02:01 PM by Hayley Styles (Principal)

About Our School

School context

St Andrews Primary School sits nestled amongst the gumtrees along Diamond Creek, in the township of St Andrews, 45 kilometres north-east of Melbourne.

Our school community's mission is *to provide students with the knowledge, skills and passion they need to be caring, responsible and courageous learners who will positively contribute to their community*. This mission and the values of being *Caring, Responsible* and *Courageous* drive all that we do, to plan for positive growth for each student's learning and wellbeing.

In 2024, we had 32 students enrolled in two main class groups (F-2 and 3-6), with each class group led by a full-time classroom teacher and supported by Education Support Staff. This enabled targeted and focused learning and intervention/extension supporting student's individual learning growth. Our curriculum reflects the Victorian Curriculum framework, with specialist programs in Visual Arts, Japanese, Physical Education, Wellbeing, STEM and our community-focused subject, Puggles. We offer individual music lessons throughout the year and students in years 2 to 6 were invited to join small group rock bands. The school uses the School-Wide Positive Behaviour (SWPBS) framework, and the Berry Street Model to continue supporting the wellbeing and development of the whole child in a positive and engaged approach. The school's socio-economic profile is diverse but is overall in the low band (representing high parent education level and high socio-economic advantage). The staffing profile comprised experienced staff – and is made up of a Principal (which was undertaken for most of the year by a fulltime Acting Principal, and then in Term 4 - 0.4 substantive Principal, and 0.8 Acting Principal), Classroom Teachers (both full-time), Specialist Teachers, Education Support Staff, Chaplain/Wellbeing Support and a Business Manager, with many in part-time capacities. Our school facilities consist of the main building containing main classrooms, Library, Art, Music and Japanese learning spaces, administration, and an OSHC/Playgroup space; a separate multi-purpose building; and extensive outdoor playing and learning spaces. STAPS OSHC is run by the school, offering before and after-school care and a vacation program. In 2024, Little Puggles Playgroup continued to offer a weekly gathering space for local young children and their families and was self-led, or led by our school principal.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 has been a successful one for the students, staff and families of STAPS, with stable and experienced staff bringing consistency in many practices, increased rigour to classroom processes, procedures, teaching and learning and assessment.

Our Mathematics student achievement data was pleasing with:

- 93.8% of students in years Foundation-6 working at or above expected standards in Mathematics, with similar schools achieving 87.5%

Throughout the year, one of the focus areas of work was increasing the rigour of assessments used and analysed in numeracy, and we believe the 2024 data is overall more accurate moving forward. During 2024 we also began implementing the Victorian Curriculum 2.0, and this contributed to building shared understandings and increased rigour in teaching and assessing within Mathematics.

In Literacy, there were also pleasing data results:

- with 96.9% of students in years Foundation - 6 at or above expected standards in Reading, with similar schools achieving 84.7%
- in NAPLAN data for Year 5 Reading, our percentage of students achieving Strong or Exceeding was at/above similar schools (71.4% and similar schools at 70.5%)

Within Literacy, our students are generally achieving expected outcomes, and we were able to begin to embed our understandings of the 6+1 Traits of Writing to guide our language and feedback when conferring in Writing. Further embedding our understandings and use of a systematic phonics approach in the early years, we also developed our approach to spelling in the senior years, with further development to occur in 2025.

During 2024, students were supported to develop and learn at their point of need, with our multi-age classroom approach, small group focussed teaching (supported as well by the tutor-learning initiative tutor who provided individual one on one support as well as small group work), and classroom support from educational support staff for both individual students and small groups.

Wellbeing

During 2024, we were able to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Seeing significant staff change at the beginning of 2024, building relationships and ensuring consistent practices across the school was a focus for the year.

St Andrews PS prioritises students' well-being through explicit Wellbeing approaches, including the ongoing use and development of programs already existing within the school - such as *School Wide Positive Behaviour (SWPBS) Framework*, school wide Chaplaincy support, and *Respectful Relationships* curriculum teaching. During 2024 we added the *URStrong Friendology* program to supplement these, which is helping to build a consistent language and approach of managing those everyday friendship issues that occur. In addition, staff continued to actively participate in professional learning in the *Berry Street Education Model of Trauma Informed Practice*. This training was undertaken by *all staff* to ensure whole school consistency. Understandings from this learning and existing programs were utilised in providing weekly wellbeing lessons, and daily wellbeing practices, and we welcomed back the highly successful Calm Youth team checking in and working with the Years 3-6.

Our Wellbeing data demonstrates a positive response to Managing Bullying, with 80.5% positive response, in line with similar schools, and above the state average, and the students report 'life satisfaction' above similar schools and in line with state level responses. This saw growth from 67% in 2023 to 75% in 2024. 'Resilience' is always an area to monitor and support, and there has been pleasing growth from 69% in 2023 to 77% of students responding with normal or high resilience.

Our chaplain is a key support in this area. The school camp for Years 3-6 provided students with valuable opportunities for team-building and personal growth. Events such as Breakfast Club, Term Learning Celebrations, Winter Solstice Celebration, Band Night and the Community Twilight Sports promoted social connections and a sense of camaraderie. These activities, driven largely through student voice, have increased students' overall sense of belonging and wellbeing, as well as providing opportunities for positive interactions and relationship-building. Participation in Interschool Sport and Year 6 Leadership Day empowered students to develop teamwork, leadership skills, and sportsmanship. The end-of-year Fun Day for Year 6s, Graduation and the concert provided students with memorable experiences to celebrate their achievements and milestones.

Engagement

Students at St Andrews Primary School show a high level of engagement towards their learning as well as extracurricular activities such as music lessons & band, sustainability & gardening, sporting activities, art experiences and community events.

STAPS placed emphasis on continuity of learning and attendance throughout the 2024 school year. We employed a whole-school approach to monitoring absences, with teachers checking in with students and contacting home if there were concerns with regard to absence or punctuality. Continuing engaging practices such as student-led Whole School Morning Circle has increased punctuality, and our absence data is lower than that of similar schools, and lower than the state average. Fortunately, parents communicate absences promptly to staff, and explanation is provided for most absences, with many linked to medical needs and family holidays. For those with specific needs, absence plans are created swiftly, and the student and family are supported closely by the school and relevant engagement supports.

Although our student engagement data has fluctuated over the last years due to varying cohort sizes, it is pleasing to report that there is noticeable growth in measures related to cognitive engagement, with 'differentiated learning challenge' - 85%, 'effective classroom behaviour' - 85%, and 'effective teaching time' – 85%, all above similar schools, and all having increased over previous years.

Students are consulted with regularly to address concerns and provide opportunities for all to engage highly within their school community. Student leadership opportunities cater explicitly for this, and School Captains and Student Leaders actively contribute to the learning and community event calendar. Last year, students supported the organisation of a variety of positive social and educational experiences including Spooky Day, Sports/AFL Day, Band Night, Cubby Land, Winter Solstice, and active participation in the Seniors Morning Tea and other wider community events

Other highlights from the school year

Our teaching program was enriched by a range of extracurricular programs including: Sporting in Schools coaching, Senior Leadership Days, Inter-School Sporting Events, Woorabinda Camp (for students in Years 3-6). Students also benefitted from a range of incursions and excursions including: a whole school excursion to Melbourne and the Immigration Museum, a Mini Olympics, a Wild Weather Science Day, District Cross Country (with most year 3-6 students attending), Kaboom Sports for Foundation to 2 students, Hoop Time for 3/4 and 5/6 students, and the

engaging and highly valued *Calm Youth* program for Years 3-6. Our Bushfire Education Program included special drills with the CFA and a visit to the CFA station.

Events for the school community to celebrate student learning and “being STAPS” whilst building connections within the school community included: Term Learning Celebrations, Book Week, Bush Dance, June Solstice Community Evening, CFA Cup, 100 days of School celebrations, Student-Led Parent Teacher conferences, Harmony Day, Education Week Open Morning, Come and Try sessions, Footy Day, Pi Day, Spooky Day, weekly Breakfast Club and the Year 6 Graduation and End-of-Year Concert. Students were able to participate in a variety of community events, including the Wattle Festival, St Andrews Festival and Art Show, the Whittlesea Art Show, the highly successful Band Night and the Community Seniors High Tea. The school continued to work with the Connected St Andrews group, building stronger connections with people across our township, both for the school and the school’s families.

Financial performance

St Andrews Primary School ran at a surplus this year. Some of this additional funding was carried over as a result of MARC staffing excess costs, and the carrying over of specific use grants for expenditure into 2025. In 2024, we were fortunate to receive a range of grants that allowed us to provide a range of exciting opportunities for our school. These grants have allowed us to:

- run STAPS run *Out-of-School-Hours-Care* at a reduced rate for our community and improve its facilities, including receiving a grant for running Vacation Care throughout 2024 and into 2025
- hold *Twilight Community Sports* as community engagement event, which included the purchase of a range of 'big' games for ongoing use and funding an animal farm, food and face painter
- to set up our Kiln and plan for pottery experiences for the Community
- purchased a collection of books for use in our Morning Circle throughout the *16 days of Activism against Gender-Based Violence* to build understandings of gender equality, diversity and empowerment

Our parent community also ran a range of fundraising activities, including a Silent Auction, St Andrews Festival and Winter Solstice BBQs and cake stalls, raffles and cherry sales. This enabled us to reduce the cost of band fees for families and upgrade and enhance the playground markings.

For more detailed information regarding our school please visit our website at <https://www.standrewsps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 31 students were enrolled at this school in 2024, 15 female and 16 male.

NDP percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

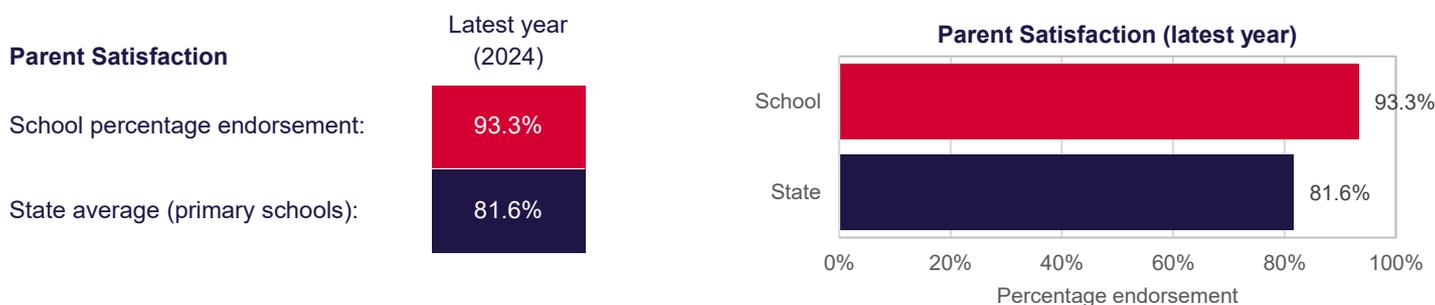
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

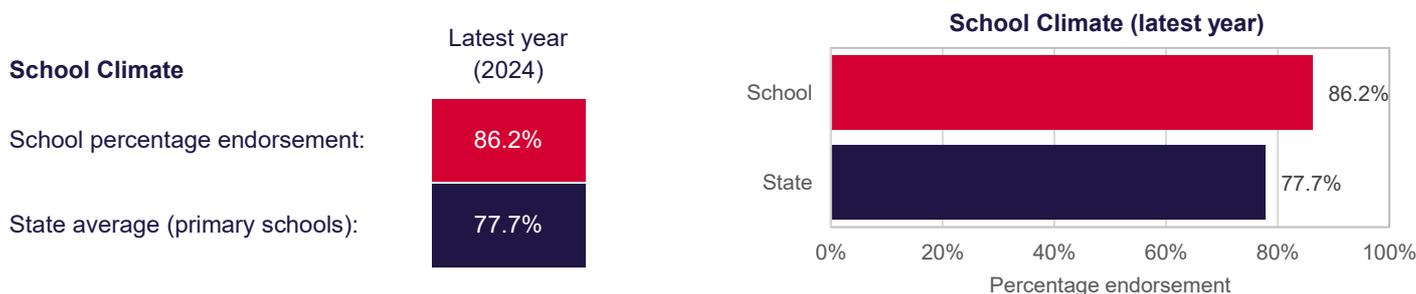


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

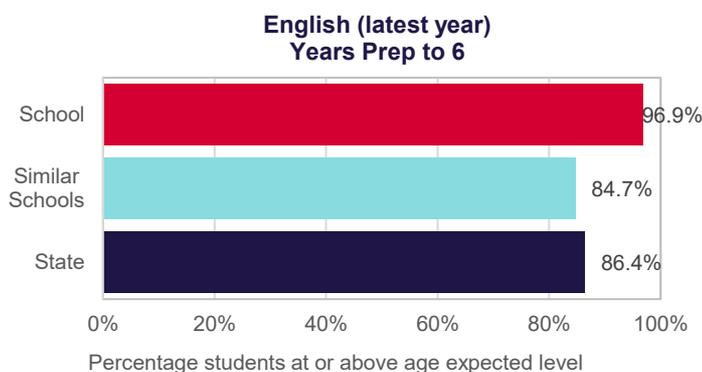
96.9%

Similar Schools average:

84.7%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

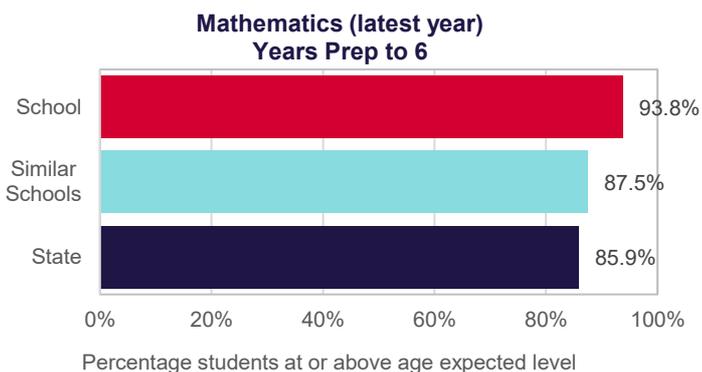
93.8%

Similar Schools average:

87.5%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

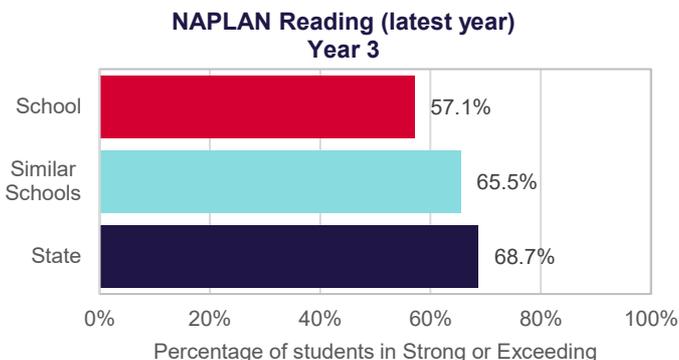
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

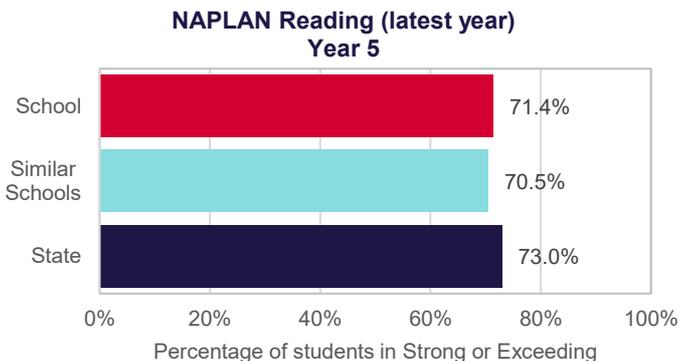
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	60.0%
Similar Schools average:	65.5%	65.4%
State average:	68.7%	69.2%



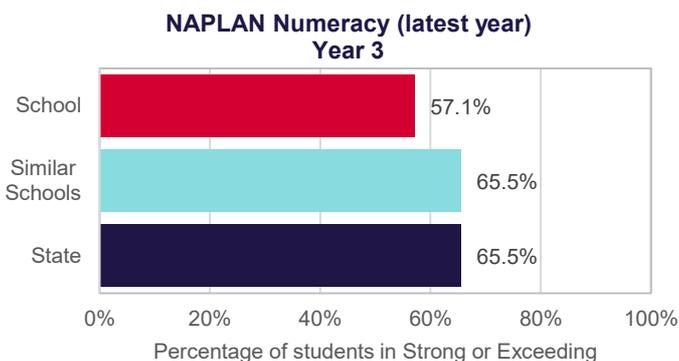
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	70.0%
Similar Schools average:	70.5%	74.9%
State average:	73.0%	75.0%



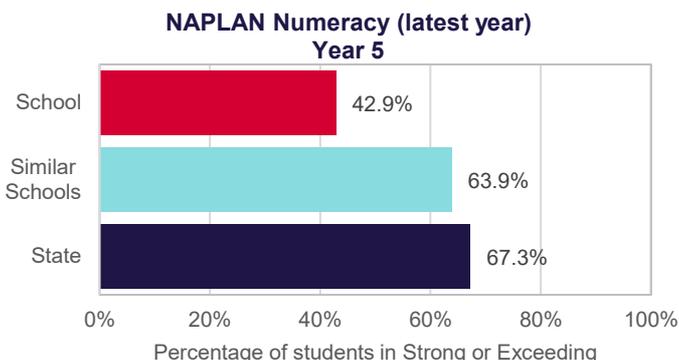
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	60.0%
Similar Schools average:	65.5%	67.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.9%	55.6%
Similar Schools average:	63.9%	68.3%
State average:	67.3%	67.6%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

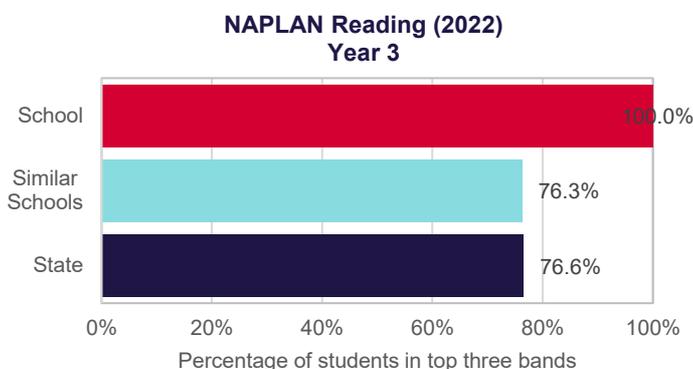
100.0%

Similar Schools average:

76.3%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

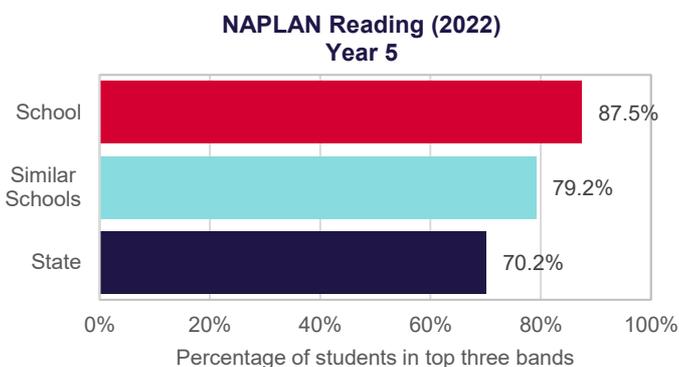
87.5%

Similar Schools average:

79.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

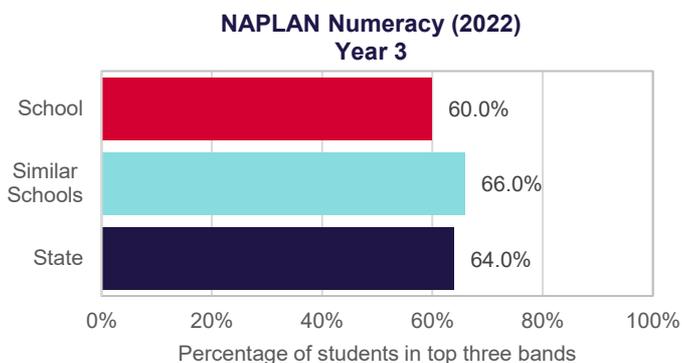
60.0%

Similar Schools average:

66.0%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

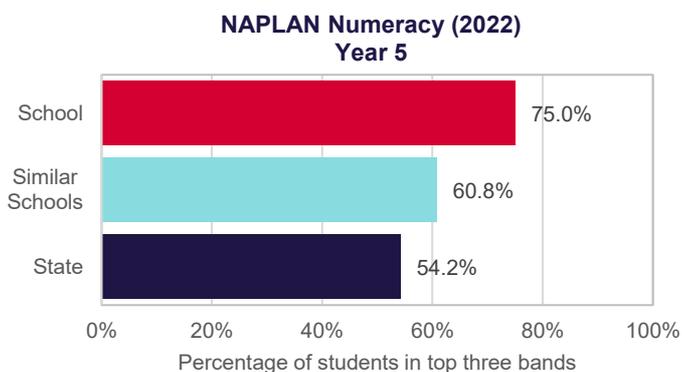
75.0%

Similar Schools average:

60.8%

State average:

54.2%



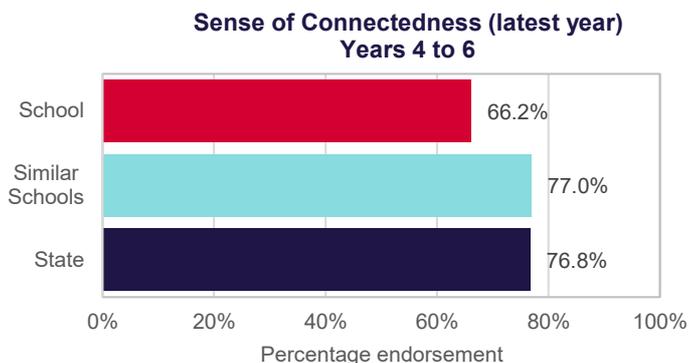
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

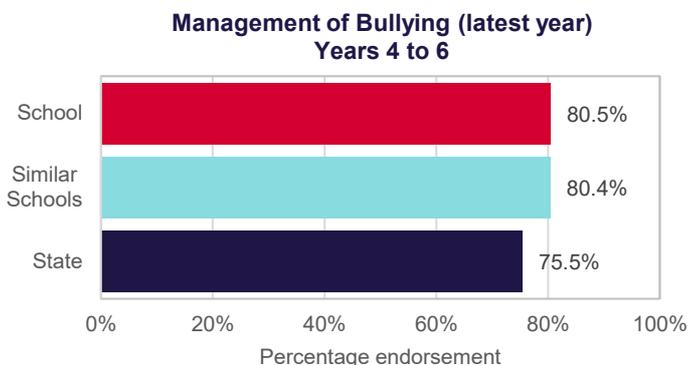
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	66.2%	68.7%
Similar Schools average:	77.0%	78.8%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	80.5%	72.3%
Similar Schools average:	80.4%	81.6%
State average:	75.5%	76.3%



ENGAGEMENT

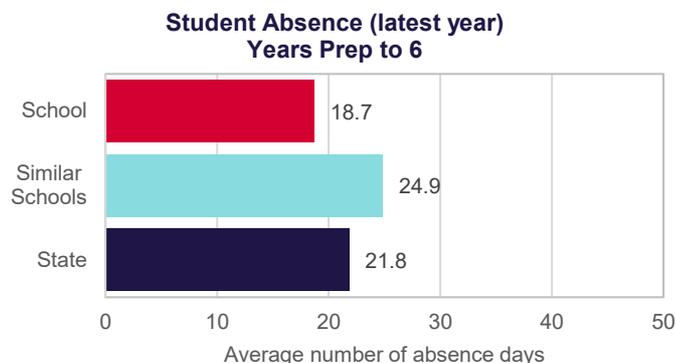
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	18.7	22.3
Similar Schools average:	24.9	23.0
State average:	21.8	20.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	NDP	92%	91%	91%	92%	89%	NDP



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$731,939
Government Provided DET Grants	\$193,773
Government Grants Commonwealth	\$1,950
Government Grants State	\$0
Revenue Other	\$60,758
Locally Raised Funds	\$58,677
Capital Grants	\$0
Total Operating Revenue	\$1,047,097

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$765,509
Adjustments	\$0
Books & Publications	\$564
Camps/Excursions/Activities	\$24,390
Communication Costs	\$2,626
Consumables	\$8,911
Miscellaneous Expense ³	\$14,711
Professional Development	\$8,504
Equipment/Maintenance/Hire	\$36,306
Property Services	\$40,894
Salaries & Allowances ⁴	\$69,184
Support Services	\$37,295
Trading & Fundraising	\$9,449
Motor Vehicle Expenses	\$6,139
Travel & Subsistence	\$294
Utilities	\$21,239
Total Operating Expenditure	\$1,046,016
Net Operating Surplus/-Deficit	\$1,081
Asset Acquisitions	\$20,663

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$540,103
Official Account	\$20,771
Other Accounts	\$3
Total Funds Available	\$560,877

Financial Commitments	Actual
Operating Reserve	\$46,751
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$26,927
School Based Programs	\$307,333
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$67,824
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$448,835

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

